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ABSTRACT

Activities and outcomes of a Transfer Opportunities Program developed at Laney College, with a grant from the Ford Foundation, are presented in this report. Introductory material outlines the purpose of the program (i.e., to establish an intervention strategy to improve student academic performance and persistence; increase the number of students transferring to four-year institutions; and increase faculty awareness of the problem of transferability); lists activities designed to achieve program goals; and highlights changes in the program. Next, a profile of activities developed under the three major program components - study groups, workshops, and transfer seminars - are presented. These sections highlight the objectives of each program component and the activities conducted to accomplish those objectives; the ways in which the component was modified; and selected data on students. Next, information is provided on participants in the transfer program and selected data on individual student contacts and services rendered are included. Supplementary information is appended on attrition rates; staff; program activities charts; and workshops and seminars. (HB)

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LANEY COLLEGE

TRANSFER OPPORTUNITIES PROGRAM

Sponsored by

THE FORD FOUNDATION

A Narrative Report

1983-84

by

Milton Shimabukuro

LANEY COLLEGE

TRANSFER OPPORTUNITIES PROGRAM

PREFACE

The Transfer Opportunities Program at Laney proposed to establish an intervention strategy which would improve our students' academic performance and persistence in college, increase the number of students transferring to four-year institutions, and increase faculty awareness of the problem of transferability by establishing the following activities:

1. Identification and channeling of transfer students into groups to build a community of academically oriented students;
2. Monitoring of students' academic progress, and providing additional guidance;
3. Provide supplementary instructions;
4. Develop links with four-year colleges.

The achievements, as described in the following Profile of Activities, closely correspond with the activities stated in the original grant proposal. Some modifications in the program will be mentioned within the description of the specific program activities. The following resources and staff changes are:

1. PERSONNEL

   Milton Shimabukuro was named project director, replacing Jenette Golds whose name appeared on the original proposal as project director.

2. RESOURCE ALLOCATION

   On February 7, 1984, a request to change budget allocations from several itemized areas enabled the program to employ consultants

from the Professional Development Program at the University of California, Berkeley and the East Bay Consortium of Educational Institutions as well as increase our resources for supplies, equipment and mailings.

3. A COLLEGE ADVISORY COMMITTEE

A College Advisory Committee was established to provide guidance and information to achieve the objectives of the program. (See Appendix A - Supplemental Information.)

INTRODUCTION

Prior to establishing the Transfer Opportunities Program, several assumptions were made about Laney College students who intend to transfer to four-year colleges and universities:

1. Some have seriously deficient study skills and study habits;
2. Some have not made use of available academic support services;
3. Some rarely confer academically with their fellow classmates.

In addition, course requirements, particularly in mathematics and English, serve as significant barriers to students intending to transfer. An analysis of the data on attrituion for Intermediate Algebra ("Quantitative Reasoning" requirement), Calculus I ("Engineering, Physical Science, Business" requirement), and English 1A and 1B ("Reading and Composition" requirement) indicates that these courses present obstacles for students intending to transfer to four-year colleges and universities. Our data on attrition (See Appendix B - Supplemental Information) indicates that an average of sixty-two percent (62%) of all students enrolled in these classes did not complete their course-work. More significantly and specifically, Black students who make up nearly forty-two percent (42%) of all students enrolled in these classes have the highest rate

of attrition which is seventy-four percent (74%).

Consequently, a program made up of three separate components was established: Part I, Study Groups, modeled after the Professional Development Program at the University of California, Berkeley; Part II, Workshops and Part III, Transfer Seminars. Specifically, the Study Groups address the student's problem of meeting course requirements to transfer to four-year colleges and universities, while the Workshops address the student's need for the development of study skills, as well as receiving information on the transfer process. The Transfer Seminars accommodate the students who have time restrictions due to employment or other personal obligations, and who have specific study-skill needs and wish to transfer to a four-year institution.

Within these three components is the on-going individual counseling and advising by the program staff in the Transfer Opportunities Program, as well as the general counseling staff of the college. (See Appendix C - Supplemental Information.)

PROFILE OF ACTIVITIES

PART I

STUDY GROUPS

A. OBJECTIVE:

Creating a community of transfer students that is focused on academic excellence and is a source of peer support.

Activities:

Five (5) study groups (six to eight students in each group)--English 1A (2) and English 1B (1), Calculus (1) and Intermediate Algebra (1) were established. The study groups meet four to six hours a week, in addition to their classes, to study a specific subject area. The group meets with a

facilitator, who is an upper division or graduate student from a local university, and who is proficient in that subject area. All students in the study group are enrolled in the same section of that particular course. The instructor of the course and the facilitator meet regularly to coordinate the concepts under study, homework assignments and examinations. Students' progress is monitored by the program staff to provide additional assistance when necessary. It is intended that the study groups create an environment of intellectual curiosity, as well as provide support and encouragement for each other.

B. OBJECTIVE:

Provide study-group students with academic advising and orientation to the Transfer Opportunities Program.

Activities:

Before students enter a study group, they are interviewed and given a placement test in the appropriate subject area. Students needing remedial assistance are referred to the Learning Center for tutoring. During the interview, students are informed of the expectations of study-group students; i.e., number of hours of study, standards of work, etc. Also, they are referred to the Counseling Department to plan their academic transfer programs to four-year colleges.

C. OBJECTIVE:

Monitoring of students' academic progress and providing additional study-skills workshops for students' individual and collective academic needs.

Activities:

During the semester, the project director and program specialist

follow the student's progress in class and in the study groups. Consultation with study-group facilitators and instructors, individual interviews, and study-group observations are regular monitoring activities that help identify and deal with problems quickly.

The study-group facilitators are trained to identify and assist students with specific study skills needs. Topics such as note-taking techniques, may also be presented to students by faculty members.

D. OBJECTIVE:

Linking Laney College efforts to local four-year colleges and universities.

Activities:

Formal ties have been established between the Transfer Opportunities Program and the Office of Relations with Schools and the Admissions Office at the University of California, Berkeley; with the Student Affirmative Action Office, E.O.P. Office, and Admissions Office at California State University, Hayward; and with the Office of Relations with Schools at San Francisco State University. The linkage has been formalized by establishing a "Resource Group" (See Appendix D - Supplemental Information.) for the Transfer Opportunities Program at Laney College. The group meets every two months to discuss mutual transfer issues and problems, and ways that mutual assistance can be provided.

STUDY GROUP PROGRAM MODIFICATION

There are approximately twenty-five (25) students attending the study groups at the University of California, Berkeley's Professional Development Program. The differing levels of competence between U.C. and Laney students, as well as the difference in class sizes within each institution, necessitated restricting enrollment in the Laney study groups to create a more intensive and cohesive group

atmosphere, rather than a re-creation of another classroom setting.

The instructors of the courses noted a marked difference in behavior of study-group students and non-study group students as the semester progressed. One instructor commented, "Students in the study group became more assertive and seem to assume a posture of 'active learners'."

SELECTED DATA ON STUDY GROUPS

A total of thirty-two (32) students participated in the five (5) study groups in English (1A and 1B) and Math (73 and 3A). Chart I shows the ethnic and sex distribution of study-group students.

CHART I

ETHNICITY	MALE	FEMALE	TOTAL
Asian	4	6	10
Black	6	8	14
Caucasian	3	0	3
Hispanic	1	3	4
Other	1	0	1
TOTAL	15	17	32

It is important to note that the retention rate for the above mentioned classes has been:

Class		Retention
Math 3A	-	39%
Math 73	-	35%
English 1A	-	39%
English 1B	-	38%

Of the thirty-two (32) students originally in the study groups:

A. Twenty-six (26) or eighty-one percent (81%) are currently attending their class.

B. Twenty-one (21) or sixty-five percent (65%) are currently attending their study groups.

It is also anticipated that study-group students will perform better than their non-study group counterparts in each of the program's target courses.

PROFILE OF ACTIVITIES

PART II

WORKSHOPS

A. Assessing and improving study skills and gaining information regarding the transfer process.

Students who intend to transfer to a four-year college or universtiy and are not enrolled in a class that has a study group, are directed to workshops that provide a wide range of activities and information on study skills, transfer requirements, and general college support services.

The workshop group is made up of 17 students and meets twice a week for an hour and a half per session.

Each workshop is conducted by professional staff members from Laney College and local four-year colleges as well as graduate and upper-division students from nearby colleges/universities. Continuity in the program is provided by a facilitator who is present at every session and serves as a moderator for each session.

The workshops are designed to help students assess and improve their study skills, use their study times efficiently, gain a knowledge of how to use campus support services effectively, and maneuver within the institutional system in order to acquire the essentials for academic success.

The aim of the workshops is to build a community of students with a shared purpose for mutual encouragement and support. The workshops also attempt to improve the quality of students' academic performance, increase their understanding of the transfer process, and serve as a vehicle for academic socialization.

B. Monitoring students academic progress

The students in the workshop groups are monitored by the program specialist and the facilitator regarding their academic progress. A comprehensive academic study plan to transfer to a four-year college or university is established with the assistance of the Counseling Department. Students who need assistance in specific courses are referred to the Learning Center for tutoring.

The workshop topics and dates are listed in Appendix E of the Supplemental Information packet.

MODIFICATION TO THE WORKSHOPS

Although the transfer workshop was not mentioned in the original proposal, a brief needs assessment among identified transfer students indicated a need for this vital information, particularly information from four-year institutions. During the evaluation at the final meeting, students suggested some technical modifications (i.e., time, length of sessions, etc.) which will be changed next semester, but they expressed overall satisfaction with the workshop content.

SELECTED DATA ON WORKSHOP STUDENTS

A total of seventeen (17) students participated in the workshop series. Chart II shows the ethnic and sex distribution of workshop students.

CHART II

ETHNICITY	MALE	FEMALE	TOTAL
Asian	0	3	3
Black	4	4	8
Caucasian	2	1	3
Hispanic	1	2	3
TOTAL	7	10	17

The average rate of attrition for all classes at Laney is fifty percent (50%). Therefore, it is significant to note the following:

A. Seventeen (17) or one hundred percent (100%) of students who attended the workshop series are still attending their classes as of May 14, 1984;

B. Twelve (12) or seventy-percent (70%) of workshop students attended the entire workshop series.

As a result of the overall success of this portion of this program, the workshops will be institutionalized by offering two sections next semester as a one (1) unit, nine (9) week course within the Psychology Department.

PROFILE OF ACTIVITIES

PART III

TRANSFER SEMINARS

Fifty-five percent (55%) of Laney College students are employed and are unable to commit themselves to the study groups or workshops. In order to provide these students access to the Transfer Opportunities Program, a series of one-hour informational presentations focusing on study skills, academic and support services and transfer requirements were offered to all Laney College students during the Spring Semester 1984.

Many students wishing to transfer to four-year colleges and universities found these informational presentations particularly suited to their schedules.

The schedule of presentations (See Appendix F - Supplemental Information) was advertised by means of the school newspaper, flyers, mailers to students identified as "transfer students," classroom presentations, and the college weekly "Calendar."

MODIFICATIONS TO THE SEMINARS

The transfer seminars were not mentioned in the original proposal, but like the workshops, this need was clearly expressed. The attendance indicated that information related to transfer issues were more in demand than study skills issues. The program schedule will be adjusted for the fall semester and will continue to be an integral component of the Transfer Opportunities Program.

SELECTED DATA ON TRANSFER SEMINARS

The final seminar presentation will take place on June 5, 1984. The total number of students attending the eleven seminars was two-hundred thirty-four (234) with the following sex and ethnic breakdown:

Sex			Ethnicity		
Males	-	117	Asian	-	72
Females	-	117	Black	-	84
TOTAL	-	234	Hispanic	-	20
			Caucasian	-	56
			Other	-	2
			TOTAL	-	234

PARTICIPANTS IN THE TRANSFER OPPORTUNITIES PROGRAM

The following information represents demographics for the entire Transfer Opportunities Program. All students in the Transfer Opportunities Program were contacted and received information regarding the transfer program, as well as the workshop and seminar schedules, field trips, newsletter and special transfer activities and services.

CHART III

ETHNICITY	MALE	FEMALE	TOTAL
Asian	22	25	47
Black	53	49	102
Caucasian	27	17	44
Hispanic	6	4	10
Other	2	2	4
Undeclared	17	5	22
TOTAL	127	102	229

SELECTED DATA ON INDIVIDUAL STUDENT CONTACTS

Appointments for individual meetings were arranged by mail or direct contacts at seminars, study groups, etc. The following data represents the ethnic and sex distribution of students who met individually with the program specialist in the Transfer Opportunities Program and the services provided:

Sex		Ethnicity	
Males -	25	Asian -	11
Females -	23	Black -	18
TOTAL	48	Hispanic -	4
		Caucasian -	10
		Filipino -	2
		Other -	3
		TOTAL	48

SERVICES RENDERED

19 - Referred to counselors

8 - Referred to and used our Computerized Career Information System)

5 - Strong Campbell Interest Inventory

5 - Given financial aid assistance

SERVICES RENTERED - Continued

20 - Referred to seminars
2 - Tutoring referral
6 - Contacts to four-year schools regarding Fall '84 applications
13 - Placed on study groups waiting list for Fall '84
6 - Referred to our Concurrent Enrollment Program
40 - Referred to Cal Prep Program
2 - Assisted with appeals for admissions to Fall '84
2 - Individual study skills session
7 - Arranged U.C. Berkeley visitation
2 - Arranged San Francisco State University visitation
1 - Intervention with instructor and study group facilitator regarding student failing the class

All students were given general transfer information and information on support services available. Approximately 20 students returned for follow-up appointments resulting in a total of 118 contacts for assistance with study skills, mapping out plans to visit local colleges, admission appeals, and contacting representatives from specific departments at the campus of their choice.

SUMMARY

The Transfer Opportunities Program at Laney College has raised the awareness of faculty, the administration and students regarding the transfer rate and efforts directed to this mission of the college. The President and the entire college, as well as the Chancellor/Superintendent of the District, are highly committed to the transfer function and the program activities initiated through the Transfer Opportunities Program. Re-allocation of fiscal resources and personnel will permit the essential activities of the existing program to become an integral part of Laney's on-going educational program. Expansion of the basic activities that address the transfer issue will be delayed unless external funding is immediately accessible.

The initial Ford Foundation grant has served as a catalyst for the College to focus its energy and resources to the mission of transferring students to four-year institutions and instituting an evaluation method of how our students perform after they transfer. Instructors have requested to have their departments (History, Political Science, Speech, Science) included in the program activities, specifically in the study-groups. Counselors have volunteered to actively channel transfer students into the existing program and assist in the academic advising of identified transfer students. Our Career Center, which recently opened its doors, has proposed that their career assessment and guidance services become an integral part of the total transfer program. A core group of students are now committed to the value of the program and are enthusiastic about promoting it to a wider base of students. They have requested that we expand the study groups to accommodate the advanced math sequence as well as to chemistry and physics courses.

The program's staff have developed strategic contacts at four-year institutions and have initiated agreement to implement pre-application evaluations, early admissions notifications, individual advising from the staff at four-year colleges and universities, and monitoring of the entire application process.

The initial Ford Foundation grant has definitely made a positive impact on Laney College and has caused a "ripple effect" whereby other community colleges and neighboring feeder high schools are expressing an interest and concern regarding the transfer phenomenon. A dynamic program has been set in motion and we will continue with this momentum in the Fall Semester, 1984.

TRANSFER OPPORTUNITIES PROGRAM

LANEY COLLEGE

Narrative Report

SUPPLEMENTAL INFORMATION

APPENDIX A

LANEY COLLEGE
TRANSFER OPPORTUNITIES PROGRAM

ADVISORY COMMITTEE: (LANEY COLLEGE STAFF)

. Carolyn Dukes-Alexander, EOPS Program Specialist

. Henry Bell, Dean of Instruction

. Rocco Chavez, Counselor

. Marilyn Christenson, Counselor; Articulation

. Earnest Crutchfield, Assistant Dean Language Arts and Social Sciences

. Marita Davila, Director, Library/Learning Resources Center

. Irvin Dew, Director, Occupational Education and Special Programs

. Henry Fort, Assistant Dean Student Personnel Services

. Jenette Golds, Department Chairperson - Counseling

. Jerry Herman, Department Chairperson - English

. Bruce Jacobs, Department Chairperson - Math

. Glenn Onizuka, Dean of Student Personnel Services

. John Pettus, E.O.P.S. Counselor

PROJECT DIRECTOR:

. Milton Shimabukuro

PROGRAM SPECIALIST:

. Christine Hoffman

APPENDIX B

CHART I

ATTRITION BY ETHNICITY

LANEY COLLEGE
SPRING 1983

TOTAL MATH 073 (All Sections)
INTERMEDIATE ALBEGRA

	Registration #	Registration % ETH.	Registration % TOT	Census Wk 1 #	Census Wk 1 % ETH.	Census Wk 1 % TOT	Census Wk 2 #	Census Wk 2 % ETH.	Census Wk 2 % TOT	Final #	Final % ETH.	Final % TOT
INDIAN	2	100.0	0.6	1	50.0	0.4	1	50.0	0.6	1	50.0	1.0
BLACK	149	100.0	51.3	115	77.5	51.5	65	43.6	44.2	39	26.1	39.0
HISPANIC	22	100.0	7.5	18	81.8	8.0	10	45.4	6.8	8	36.3	.0
ASIAN	45	100.0	15.5	38	84.4	17.0	36	80.0	24.4	28	62.2	28.0
CAUCASIAN	44	100.0	15.1	28	63.6	12.5	21	47.7	14.2	15	34.0	15.0
ALL OTHERS	19	100.0	6.5	15	78.9	6.7	7	36.8	4.7	6	31.5	6.0
FILIPINO	9	100.0	3.1	8	88.8	3.5	7	77.7	4.7	3	33.3	8.0
	290			223			147			100		

SUMMARY: Registration - 290
Final - 100
Retention % - 34.4

CHART II

TOTAL MATH 003A
CALCULUS I

	Registration #	Registration % ETH.	Registration % TOT	Census Wk 1 #	Census Wk 1 % ETH.	Census Wk 1 % TOT	Census Wk 2 #	Census Wk 2 % ETH.	Census Wk 2 % TOT	Final #	Final % ETH.	Final % TOT
INDIAN	2	100.0	1.2	1	50.0	1.0	0	0.0	0.0	0	0.0	0.0
BLACK	45	100.0	28.1	18	40.0	18.9	8	17.7	10.9	7	15.5	11.2
HISPANIC	4	100.0	2.5	3	75.0	3.1	2	50.0	2.7	1	25.0	1.6
ASIAN	64	100.0	40.0	46	71.8	48.4	40	62.5	54.7	33	51.5	53.2
CAUCASIAN	32	100.0	20.0	19	59.3	20.0	17	53.1	23.2	17	53.1	27.4
ALL OTHER	11	100.0	6.8	6	54.5	6.3	5	45.4	6.8	3	27.2	4.8
FILIPINO	2	100.0	1.2	2	100.0	2.1	1	50.0	1.3	1	50.0	1.6
	160			95			73			62		

SUMMARY: Registration - 160
Final - 62
Retention % - 38.7

APPENDIX B - Continued

CHART III

ATTRITION BY ETHNICITY

LANEY COLLEGE
SPRING 1983

	Registration			Census Wk 1			Census Wk 2			Final		
	#	% ETH.	% TOT	#	% ETH.	% TOT	#	% ETH.	% TOT	#	% ETH.	% TOT
TOTAL ENGL 001A (All Sections) COMPOSITION & READING												
INDIAN	6	100.0	0.8	5	83.3	1.1	4	66.6	1.2	2	33.3	0.7
BLACK	312	100.0	46.5	180	57.6	42.9	139	44.5	42.1	103	33.0	38.5
HISPANIC	35	100.0	5.2	21	60.0	5.0	15	42.8	4.5	12	34.2	4.4
ASIAN	132	100.0	19.7	82	62.1	19.5	67	50.7	20.3	60	45.4	22.4
CAUCASIAN	119	100.0	17.7	88	73.9	21.0	70	58.8	21.2	60	50.4	22.4
ALL OTHER	52	100.0	7.7	35	67.3	8.3	29	55.7	8.7	24	46.1	8.9
FILIPINO	14	100.0	2.0	8	57.1	1.9	6	42.8	1.8	6	42.8	2.2
	670			419			330			267		

SUMMARY: Registration - 670
Final - 267
Retention % - 39.8

CHART IV

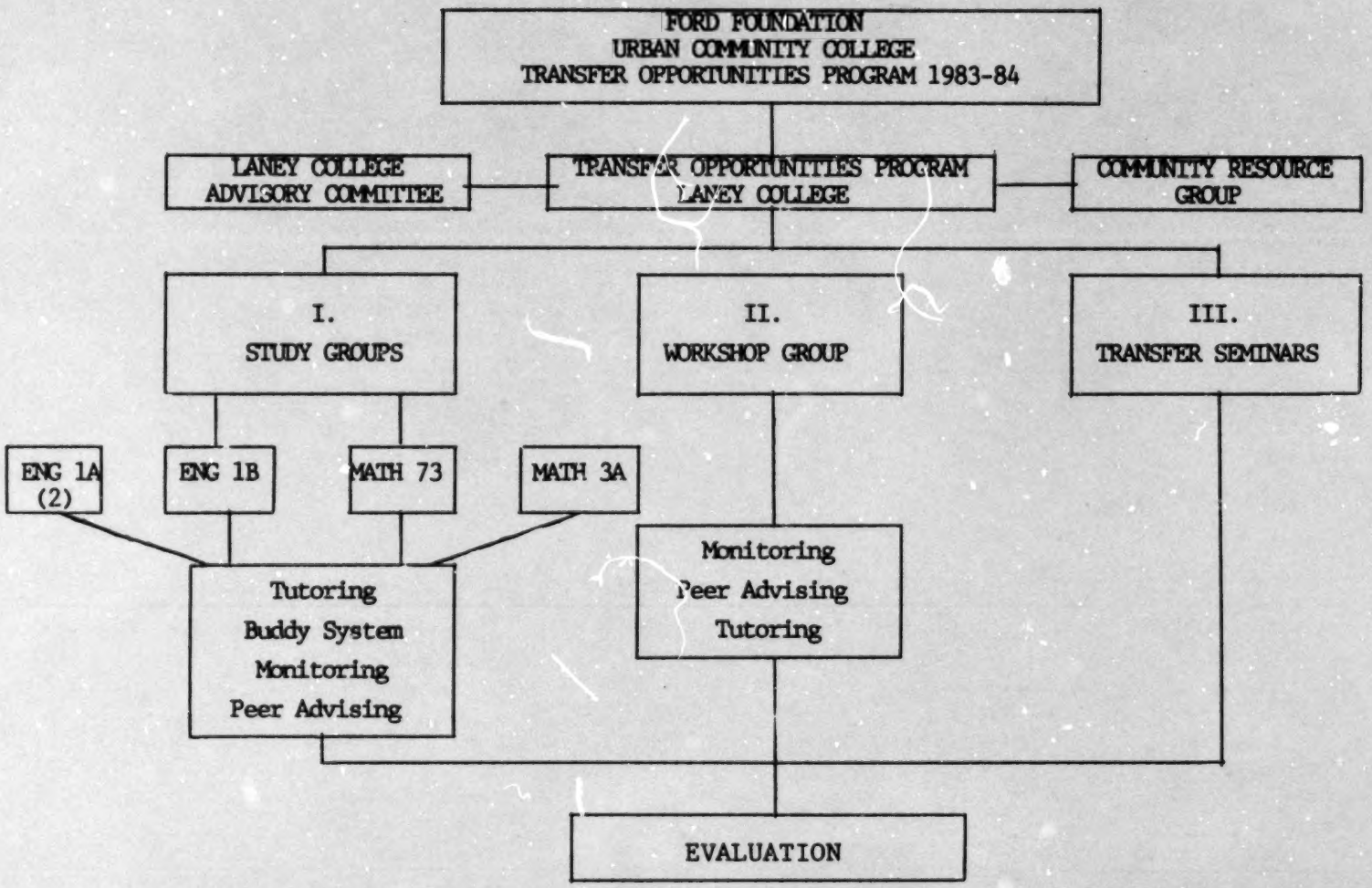
TOTAL ENGL 001B (All Sections) COMPOSITION & READING												
INDIAN	3	100.0	1.0	2	66.6	1.0	1	33.3	0.7	1	33.3	0.9
BLACK	124	100.0	43.8	76	61.2	40.6	53	42.7	38.4	40	32.2	36.3
HISPANIC	14	100.0	4.9	11	78.5	5.8	8	57.1	5.7	5	35.7	4.5
ASIAN	49	100.0	17.3	31	63.2	16.5	23	46.9	16.6	18	36.7	16.3
CAUCASIAN	74	100.0	26.1	55	74.3	29.4	43	58.1	31.1	38	51.3	34.5
ALL OTHER	14	100.0	4.9	9	64.2	4.8	8	57.1	5.7	7	50.0	6.3
FILIPINO	5	100.0	1.7	3	60.0	1.6	2	40.0	1.4	1	20.0	0.9
	283			187			138			110		

SUMMARY: Registration - 283
Final - 110
Retention % - 38.8

LANEY COLLEGE

TRANSFER OPPORTUNITIES PROGRAM

DIAGRAM OF ACTIVITIES



APPENDIX C

APPENDIX D

TRANSFER OPPORTUNITIES PROGRAM COMMUNITY RESOURCE GROUP

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Charles Ratliff, Director
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Hayward, CA 94542

APPENDIX E

LANEY COLLEGE
TRANSFER OPPORTUNITIES PROGRAM

WORKSHOP SERIES

12-1:30 PM Tues. & Thurs., Rm. B253

DATE	WORKSHOP/FIELD TRIPS	PRESENTED BY
February 14	Orientation	Program Staff
February 16	Student Life at UC., Cal State	Former Laney Students
February 21	How to Use College Resources	East Bay Consortium
February 23	Financial Aid	Admissions Dept., Cal State Hayward
February 28	Career Exploration/Strong Campbell	Counseling Department
March 1	Notetaking Strategies	Counseling Department
March 6	Crisis Prevention	Program Specialist EOPS
March 8	Reading A Textbook	Counseling Department
March 10	Field Trip - San Jose State	Program Staff
March 13	Transfer Requirements	Counseling Department
March 15	Entering and Graduating from Cal State	Admissions Dept. Cal State Hayward, SFSU
March 20	Entering and Graduating from U.C.	Relations with Schools UC Berkeley
March 22	Test-Taking Preparation	Counseling Department
March 27	Career Exploration, Field Trip - U.C. Berkeley	Program Staff
March 29	Effective Listening/Speaking Skills	Speech Department
April 3	Entering and Graduating from Independent Schools - Mills College, College of Holy Names, St. Mary's College	Admissions Dept., Independent Colleges
April 10	Evaluation Meeting/Future Activities	Program Staff
May 11	Field Trip - U.C. Davis	Program Staff

APPENDIX F

LANEY COLLEGE

TRANSFER OPPORTUNITIES PROGRAM

SEMINAR SERIES

12:00-1:00 PM, Tuesdays, Rm. D-200

DATE	SEMINAR	PRESENTED BY	NUMBER ATTENDED
February 21	Time Management	East Bay Consortium	28
February 28	Effective Textbook Reading	Counseling Department	14
March 6	Financial Aid Planning	Financial Aid Dept.	26
March 13	Note-Taking Strategies	Counseling Department	13
March 20	How to Write A Research Paper	English Department	15
March 27	Transfer Requirements for 4-year Schools	Counseling Department	35
April 3	Test-Taking Strategies	Counseling Department	14
April 10	How to Use College Resources	East Bay Consortium	11
April 24	College Entrance - Cal State Hayward and San Francisco State University	Admissions Office-- Cal State Hayward & San Francisco State	31
May 1	College Entrance - U.C. Berkeley	Admissions Office U.C. Berkeley	24
May 15	Scholarship Resources	Financial Aid Office	23

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